



RSE Policy

Approved by: Cristy Nelson

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Last reviewed on: September 2023

Next review due by: September 2024

Members of staff responsible for Relationships Education and Health Education: Mrs Karen Waller, Mrs Lisa Andrews, Mrs Rebecca Steer and Mrs Claire Jenkins, SLT and Governors.

Review date: September 2024

How this Policy was developed

- Written by: Karen Waller and Lisa Andrews
- Consulted with SLT and Governors
- Available to parents who were invited to a consultation held on 21.9.23

Requirements on schools in law

Since September 2020: it is statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science. Health Education, also statutory from September 2020 (except in Independent Schools), covers the key facts about puberty and the changing adolescent body.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

What is Relationships (and Sex) Education?

Relationships Education in primary school teaches the fundamental building blocks of positive relationships. Children should also learn about the emotional, social and physical aspects of growing up - in an age-appropriate way. This can include learning about puberty, body ownership and safeguarding. SCARF provides the framework for a whole-school approach to improving children's wellbeing with a focus on the SCARF values: safety, caring, achievement, resilience and friendship which naturally interlink with our Sherwell values of: resilience, collaboration, aspiration, respect and responsibility. Through using SCARF, we can ensure that we are covering the statutory requirements of the DfE's Primary Relationships, Sex and Health Education Curriculum.

Subject content:

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. These are listed below:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Relationships and Sex Education

Relationships Education in Sherwell Valley will teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Through using the Coram Life Education Scheme, we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up and human sexuality in an age-appropriate way. This goes beyond learning about relationships, to include puberty, body ownership, and safeguarding.

Our Relationships Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that we cover the requirements of the DfE RSHE guidance.

SCARF provides a comprehensive set of age-appropriate lesson plans online, which are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage and managing pressure online.

Resources used:

Corum Life Education is the leading UK provider of relationships, health, wellbeing and drugs education. This scheme uses relevant, up-to-date content, which is evidence-based, interactive and taught to 1 in 10 children in England and Scotland.

How it is taught:

Lessons will be taught weekly in classes of mixed-sex by their class teacher or familiar HLTA cover teacher-if appropriate.

Children are encouraged to ask questions; however, the teacher will only respond to questions that are appropriate for the unit being taught and through the use of the unit vocabulary. When age-appropriate, children will be offered the chance to write questions to place in an 'ask it basket' which enables the questions to be anonymous. The teacher will then decide if this is something that is appropriate to answer with the children.

Teachers will involve the pastoral team for children whom the lessons may be sensitive for. These would then be adapted and delivered in a sensitive way to suit that child's needs.

How Relationships (and Sex) Education is monitored and evaluated

The SCARF 6 half-termly units provide assessment opportunities so that teachers' can monitor and evaluate the units.

How the delivery of the content will be made accessible to all pupils

The SCARF programme is relevant for and meets the needs of boys, girls and transgender pupils.

Diversity and Inclusion

Through the use of SCARF, children will be taught to respect, tolerate and have an empathetic understanding of people's differences including their ethnicity, religion, culture, home background, SEND needs and sexual orientation. This links directly to our curriculum theme of Diversity and Adversity as well as underpinning our five school values.

Parental concerns and withdrawal of students

Parents are invited into school for an annual meeting to discuss the delivery and content of the SCARF scheme. Parents will be invited to respectfully share their views at the end of the session. Parents can access SCARF resources to enable them to support their children at home via the link:

(<https://www.coramlifeeducation.org.uk>)

Themes for the year are available on the parent powerpoint and parents are welcome to request further details should they require them.

Parents do not have the right to withdraw their child from the Relationship curriculum. At Sherwell Valley, all lessons form part of the compulsory Relationships Education 2020.

Policy Review and Development Plan

- Policy to be reviewed annually in conjunction with a parental consultation.
- Reflection on children's pre and post unit assessments.
- Pupil audit annually.
- Staff training delivered on application of the new SCARF scheme.

Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2022)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>